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ABSTRACT

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - measuring. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "define the words job, work, skill and measuring in preparation for the simulated skill activity." One skill activity is listed: measuring such objects as patterns, desks, and shoe sizes. Student instruction sheets for such jobs as garment maker, employment counselor, and shoe salesperson are supplied, along with optional related projects. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: employment counselor, garment maker, and grocery store manager. (CT)

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ED172015

from cooks to carpenters

MEASURING

a saleable work skill

OCCUPATION SIMULATION PACKET
Created by Helena Kennedy
Grades 5th - 6th

PROJECT EQUALITY
Title III, ESEA
Highline School District #401 15675 Ambaum Blvd., S. W. Seattle, Washington 98166

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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* Suggestion - Content of water color posters should reflect the ethnic make-up of your community

DEFINITIONS

So the frame of reference is clearly understood, the following terms are identified:

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career - is the totality of work one does in his or her lifetime.

Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

(An Introduction to Career Education, a policy paper of the U.S. Office of Education, 1974)

Duty - any action, task, etc. required by or relating to one's occupation or position.

Model - a person or thing considered as a standard of excellence to be imitated.

Responsibility - refers to a particular task, trust, etc., for which one is accountable or answerable.

Role - a function or office assumed by someone.

Sexism - the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

Skill - great ability or proficiency; expertness that comes from training, practice.

Stereotype - a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

Tradition[al] - a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(Webster's New World Dictionary, 2nd college ed., 1972)

MEASURING

A SALEABLE WORK SKILL

This will be a simulated work experience for students using the "isolated skill concept." The skill presented is MEASURING, a saleable work skill that is required for a wide variety of jobs.

Presently students are using the skill of MEASURING at home and school, but have not identified or examined its many applications. The activities in this packet are designed around a constant, the identified skill of MEASURING, while the work setting is changed. With this format, students can experience success in areas previously considered "out-of-bounds" for one reason or another and also experience the transferability of a skill. At all times it should be made very clear to students that skills are not dependent on gender, one's sex should not expand or limit a student's potential.

Once students are encouraged to identify specific skills they possess and are directed to see the relationship of skills to jobs they or other people do, their own self-concept is broadened. By using this approach to career education, the world of work can become more meaningful.

Advantages to Using the "Isolated Skill Concept"

1. Student's self-concept is enhanced by becoming aware of the multitude of skills that each possesses.
2. Jobs that students do can be analyzed to see the wide range of skills that each student is using daily.
3. Students learn to identify skills in others.
4. Students learn to identify skills involved in adult jobs and look forward to acquiring additional skills.
5. Students learn that a skill is transferable, something that can be used in a wide variety of jobs.
6. Students learn that the possession of a skill is not dependent on sex. Females and males possess and use a wide variety of skills daily in their work.

Important Concepts

1. Measuring is a skill.
2. The skill of measuring used by a chemist is the same skill used by a cook.

3. The differences in ability are due to individuality, not the sex or race of the student.

4. Jobs require different groupings of skills; there is no logical reason for closing choices to individuals of either sex.

Objectives

1. The student will have an opportunity to expand self-perception by being involved with activities which utilize a skill already possessed.

2. The student will be able to perceive the skill of measuring as a non sexist skill.

3. On a given list, the student will be able to identify the jobs which require the skill of measuring.

Evaluation

The evaluation of this packet will be determined by the outcome of a student's pre-test, post-test and a teacher post evaluation check sheet.

Sequence of Activities

1. Check packet materials against the materials list to ensure that all needed items are available.

2. Read the entire packet to yourself. Do not discuss any part of it with the class.

3. Administer the pre-test to all students. Score pre-tests.

4. Students participate in the activities.

5. Administer the post-test to all students. Score post-tests. Compare the pre-tests and post-tests for growth.

6. Check packet materials against the materials list to ensure that all items are returned.

7. Complete the teacher evaluation sheet. Please send the evaluation sheet and the pre-post test results back to _____.

8. Return the Occupation Simulation packet to the proper location.

Time Needed

It will take 3 to 6 hours for a class of 32 students.

FROM COOKS TO CARPENTERS - MEASURING: A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - TEACHER INSTRUCTIONS

Each student should have a copy of the answer sheet.

The students should understand that there is no grade on this test, it is only a device to help the teacher. The teacher should not give word definitions or other help during the pre- and post-test. Part of the learning during the course of using the activity packet is vocabulary and job association. Guessing should be discouraged.

Directions to Students:

1. *If you are a girl circle the word "girl" at the top of the paper. If you are a boy circle the word "boy" at the top of the paper.*

2. Handle the rest of the heading information in whatever manner is best for you and your students.

3. *Questions 1 - 3 are to be answered by circling the word "YES" or the word "NO." If you are unsure of the answer, leave the question blank.* (The teacher may choose to read the questions to the class.)

   (1) *Do you think you have the skill of measuring, so you could be a pastry cook some day if you wanted to?*

   (2) *Do you think you have the skill of measuring wood, so you could be a carpenter some day if you wanted to?*

   (3) *Do you think you have the skill of measuring letters, so you could be a commercial artist some day if you wanted to?*

4. *Questions 4 - 16. Below is a list of jobs. Some of these jobs require the skill of measuring, and some do not. If a job requires the skill of measuring, circle the word "YES" after that job. If the job does not require the skill of measuring, circle the word "NO." If you are unsure of the answer, leave the question blank.* (The teacher may choose to read the job titles.)

(4)	*Sailmaker*	(8)	*Police Officer*	(12)	*Newspaper Layout Person*
(5)	*Shoe Salesperson*	(9)	*Garment Maker*	(13)	*Surveyor*
(6)	*Flight Attendant*	(10)	*Carpenter*	(14)	*Stock Clerk*
(7)	*Produce Manager*	(11)	*Firefighter*	(15)	*Tailor*
				(16)	*Veterinarian*

5. *Here is another list of jobs. Who has the skill of measurement to do these jobs? Circle "FEMALE" if you think only girls and women have the skill of measurement to do the job. Circle "MALE" if you think only boys and men have the skill of measurement to do the job. Circle the words "BOTH" if you think both females and males have the skill of measurement to do the job. If you are unsure of the answer, leave the question blank.* (The teacher may choose to read the job titles.)

(17)	*Chemist*	(20)	*Auto Mechanic*	(23)	*Sewing Machine Operator*
(18)	*Salad Chef*	(21)	*Pharmacist*	(24)	*Commercial Artist*
(19)	*Carpet Installer*	(22)	*Carpenter*	(25)	*Pastry Cook*

6. Have students pass in their papers.

FROM COOKS TO CARPENTERS
MEASURING: A SALEABLE WORK SKILL

PRE-TEST, POST-TEST
STUDENT ANSWER SHEET

Name _____

School _____ GIRL BOY

Date _____

Grade _____

1. *Do you think you have the skill of measuring, so you could be a pastry cook some day if you wanted to?* YES NO

2. *Do you think you have the skill of measuring wood, so you could be a carpenter some day if you wanted to?* YES NO

3. *Do you think you have the skill of measuring letters, so you could be a commercial artist some day if you wanted to?* YES NO

Below is a list of jobs. Some of these jobs require the skill of measuring, and some do not. If a job requires the skill of measuring, circle the word "YES" after that job. If the job does not require the skill of measuring, circle the word "NO." If you are unsure, leave the question blank.

4.

Sail Maker YES NO

5.

Shoe Salesperson YES NO

6.

Flight Attendant YES NO

7.

Produce Manager

YES NO

8.

Police Officer

YES NO

9.

Garment Maker

YES NO

10.

Carpenter

YES NO

11.

Firefighter

YES NO

12.

Newspaper Layout Person

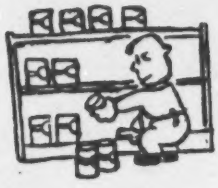
YES NO

13.

Surveyor

YES NO

14.



Stock Clerk

YES NO

15.

Tailor

YES NO

16.

Veterinarian

YES NO

Here is another list of jobs. Who has the skill of measurement to do these jobs? Circle "FEMALE" if you think only girls and women have the skill of measurement to do the job. Circle "MALE" if you think only boys and men have the skill of measurement to do the job. Circle the words "BOTH" if you think both females and males have the skill of measurement to do the job. If you are unsure, leave the question blank.

17. Chemist	FEMALE	MALE	BOTH
18. Salad Chef	FEMALE	MALE	BOTH
19. Carpet Installer	FEMALE	MALE	BOTH
20. Auto Mechanic	FEMALE	MALE	BOTH
21. Pharmacist	FEMALE	MALE	BOTH
22. Carpenter	FEMALE	MALE	BOTH
23. Sewing Machine Operator	FEMALE	MALE	BOTH
24. Commercial Artist	FEMALE	MALE	BOTH
25. Pastry Cook	FEMALE	MALE	BOTH

DIRECTIONS FOR SCORING

THE

PRE-TEST, POST-TEST

FOR

PROJECT EQUALITY OCCUPATIONAL SIMULATION PACKETS

The pre-post test which accompanies this occupation simulation packet is designed to provide a numerical score which will serve as (1) an approximate score of each student's knowledge and attitudes in this occupational skill area before participating in the learning activities described in this packet, and as (2) an approximate measure of each student's knowledge and attitudes in this occupational skill area after participating in the learning activities.

By using the answer key to assign the appropriate number of points to a student's answers, a numerical score can be obtained for each child. Questions by numbers that are left blank should be listed on the front of the test. When all the tests have been scored and blank answer numbers noted, the attached Summary Sheet should be filled out by placing each student's name and her or his score on the pre-test in the appropriate column and list the question number of each blank response.

When the post-test is given, it is scored in the same manner, and students' scores should be recorded in the post-test column of the Summary Sheet and list the question number of each blank response. Subtract the student's pre-test score from the post-test score and determine what the student has gained from participating in the learning activities associated with this packet. In some instances, it is possible that the student's pre- and post-test scores will be identical. When this occurs, an "0" is entered in the gain column. Occasionally, a student will score lower on the post-test than on the pre-test. When this occurs, the difference between the two scores is entered in the gain column as a negative number.

Before beginning the learning activities in the packet, the thorough teacher will (1) check the question numbers listed as no response--these indicate an area of vocabulary and job association that should be incorporated into the occupational simulation packet activities, and (2) look over the pre-test scores to see which students obtained low scores, scoring in the bottom quarter of the class. By checking these two areas, student learning can be considerably aided as the teacher cheerfully gives them individual attention when they participate in the learning activities associated with this packet.

After post-testing and scoring have been completed, send a copy of the completed Summary Sheet to _____. These test results will help to determine if the learning activities in this packet are helpful to the students or if the packet is in need of revision. Your participation and assistance in this project is greatly appreciated.

FROM COOKS TO CARPENTERS

MEASURING: A SALEABLE WORK SKILL

ANSWER KEY FOR PRE-POST TEST

1. YES
2. YES
3. YES
4. YES
5. YES
6. YES
7. YES
8. YES
9. YES
10. YES
11. NO
12. YES
13. YES
14. YES
15. YES
16. YES
17. BOTH
18. BOTH
19. BOTH
20. BOTH
21. BOTH
22. BOTH
23. BOTH
24. BOTH
25. BOTH

SCORING KEY FOR PRE-POST TESTS

+ 1	for each correct response
- 1	for each incorrect response
no score	for each question left blank

FROM COOKS TO CARPENTERS

MEASURING: A SALEABLE WORK SKILL

SUMMARY SHEET

Teacher: _____ Principal: _____ Date of Pre-Test: _____

School: _____ Grade Level: _____ Date of Post-Test: _____

Student Names	Questions by Number Left Unanswered	Pre-Test Score	Questions by Number Left Unanswered	Post-Test Score	Gain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

MATERIALS LIST

(Contained in Packet)

Setup A

1 pellon pattern
1 60" tape measure

Setup B

1 stop watch, in plastic box
1 dexterity board
24 pegs

Setup C

1 15" x 18" finished masonite piece
1 16" x 21" finished masonite piece
1 10-foot tape measure

Setup D

2 plastic bags of fruit:
apples & oranges
tangerine & peaches
2 plastic bags of vegetables:
green peppers & avocado
tomato, lemons & limes
1 food scale with bowl-like container

Setup E

3 plaster feet, one blue, one green, one yellow
1 shoe measuring stick

Setup F

1 12" ruler
1 piece of red paper
14 letters "Merry Christmas"
2 pictures illustrating advertisement layouts (laminated)

General

laminated sheets for each station (Setups A - F) above
3 large laminated water color posters
35 pre-tests, 35 post-tests
35 student answer sheets, "Measuring the Way Workers Do"
1 teacher's guide
teacher evaluation sheet

NOTE TO THE TEACHER

During the activities and discussions, some jobs that do not require the skill of measuring should be used.

Vocabulary used in the pre-post instrument:

pharmacist
sail maker
pastry cook
commercial artist
carpenter
shoe salesperson
flight attendant
produce manager
police officer
auto mechanic
sewing machine operator
garment maker
firefighter
newspaper layout person
surveyor
stock clerk
veterinarian
chemist
salad chef
carpet installer

FROM COOKS TO CARPENTERS

MEASURING: A SALEABLE WORK SKILL

EQUALITY CHOICE

#1 - PRE-SKILL ACTIVITY

Objectives: To define the words job, work, skill and measuring in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group size: Entire class

Materials provided by the teacher: discussion questions

Materials provided in the packet: proposed discussion questions below

In a discussion situation the teacher would ask the students the following questions: (All student contributions are valid in the discussion.)

1. *What do you think a "job" is?* (piece of work, task done by assignment, or volunteered or by agreement, for pay or no pay, chore, a duty)
2. *Do you have jobs that you do at home or school?* (have students name jobs)
3. *What do you think "work" is?* (A job is a type of work. Both work and job can be used interchangeably at this level.)
4. *Why do you think people work?*
5. *Do you think both women and men work at jobs?*
6. *What do you think the word "skill" means?*
   (Definition: ability to perform a stated function)
   (Paraphrased for students: ability to do a small part of a larger job well.)
7. *Do you think you have some skills?* (have students name - walking, running, crawling, talking, seeing, listening, etc.)
8. *What do you think measuring is?*
9. *Do you need to measure at home? Give examples.*
10. *Do you need to measure at school? Give examples.*
11. *Name some jobs that would require a person to have the skill of measuring. Do both women and men measure at home? Can you think of some examples?* (Be sensitive to students saying that women measure food, fabric, etc., and that men measure wood, etc., at home. Point out that both women and men can measure different things.)
12. *Do you think both women and men have the skill of measuring?*

Feel free to add or delete questions as you are leading the discussion. Please note the reactions and level of understanding that students seem to acquire on the Teacher Evaluation sheet.

JOBS USING THE SKILL OF MEASURING

Auto Mechanic
Baker
Bookbinder
Carpet Installer
Chemist
Dental Ceramist (maker of false teeth)
Draftsperson (formerly "draftsman")
Glaciologist
Identification Technician (fingerprint expert)
Interior Decorator
Jewelry Maker
Lab Technician
Machinist
Meteorologist
Nurse
Nurseryperson
Pharmacist
Post Office Worker
Sail Maker
Sewing Machine Operator
Sheet Metal Worker
Surveyor

Posters, bulletin boards or displays could utilize information about these workers who have to measure. Students could be asked to name other workers they know of who use various measuring devices.

FROM COOKS TO CARPENTERS
MEASURING: A SALEABLE WORK SKILL

#2 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have each student participate in searching and finding a picture that shows a person at work who uses measuring skills.

Time: 15 - 30 minutes

Group size: Entire class

Materials provided by the teacher: magazines, scissors, glue, construction paper, bulletin board, felt-tip pen.

Materials provided in the packet: none

Have each student bring one or more pictures from home showing a person at work using measuring skills. Or have magazines in the classroom and have students cut out pictures of people at work using measuring skills.

After students have selected one or more pictures, a large collage or several smaller ones can be created by the students. The People at Work Collage(s) are likely to show stereotypical examples of workers. This fact can be used as a teaching tool -- point out that skills are not restricted by or limited to a particular sex. The students will be using skills in subsequent activities that should increase their awareness that skills are not dependent on sex.

The names of the work or specific jobs represented by the pictures should be stated by the students.

FROM COOKS TO CARPENTERS
MEASURING: A SALEABLE WORK SKILL

EQUALITY CHOICE

#3 - PRE-SKILL ACTIVITY

Objective: To acquaint the entire class with the measuring activity that will take place at each of the stations.

Time: 30 minutes

Group size: Entire class

Materials provided by the teacher: None

Materials provided in the packet:

Setup A - 1 pellon pattern
1 60" tape measure

Setup B - 1 stop watch, in plastic box
1 dexterity board
24 pegs

Setup C - 1 15" x 18" finished masonite piece
1 16" x 21" finished masonite piece
1 10-foot tape measure

Setup D - 2 plastic bags of fruit:
apples & oranges
tangerine & peaches
2 plastic bags of vegetables:
green peppers & avocado
tomato, lemons & limes
1 food scale with bowl-like container

Setup E - 3 plaster feet, one blue, one green, one yellow
1 shoe measuring stick

Setup F - 1 12" ruler
1 piece of red paper
14 letters "Merry Christmas"
2 pictures illustrating advertisement layouts (laminated)

General - laminated sheets for each station (Setups A - F) above
3 large laminated water color posters

The teacher can choose a large table to put all of the measuring activities on or can select different activity stations around the room, or in a part of the room.

Read the following introduction to the class:

Can you remember a time when you were measured with a tape measure or some other measuring device? (Doctor's office, buying new shoes, someone who was making you some new clothes.)

When you eat out at a restaurant and order a hamburger, did you know that the meat has been carefully measured to be sure it is the same size as all the other hamburger patties?

Measuring is a part of many jobs. Some workers measure something every day, and often measure several times during the day.

There are many different measuring tools, and there are many different things to be measured. Some workers use several different measuring tools. People measure height, weight, temperature, time, volume, and circumference as a part of different jobs. You will have the chance to use your measuring skill the way workers do.

Remember, the skill of measuring is a constant skill. If you can measure how tall your friend is, you'll be able to use a twenty-foot tape like carpenters use.

Being accurate is very important. Get close to the tool when you are reading the answer.

Briefly describe the activity that will take place at each measuring station.

The next twelve pages are copies of the Student Instruction Sheets that are located at each of the measuring activity stations. It is suggested that you explain what is expected at each station and show the tools that are used. This will allow the students to become familiar with each station and have an opportunity to ask questions about the stations. As each station is described, the teacher can indicate the Student Sheet would be filled in before moving on to the next activity station.

After each of the measuring stations has been explained, the teacher should indicate when the measuring activity stations will be set up, where they will be located (one table, or around the room), and how the students will go through the measuring activity stations.

At each station there is a student direction sheet which explains what the student is to do.

A.

GARMENT MAKER

Student Instruction Sheet

EQUALITY CHOICE

Do the clothes that you are wearing fit you? In order to make the clothes fit you, someone had to use measuring skills.

Today you will be a person who sews for a living (garment maker) and do one of the measuring activities necessary for that job.

There are two people involved in this measuring activity. One person will be the garment maker (person who will measure) and one person will be the client (the person who is being measured).

Please read all of the instructions before you begin the measuring activity.

1. *The garment maker will measure the coat pattern with the cloth measuring tape in the following manner:*

   measure from the collar to the knee - write that measurement in the blank space on your client's answer sheet ("Activity A Student Answer Sheet").

   measure from the shoulder down the arm to the end of the sleeve - write that measurement in the blank space on your client's answer sheet.

   measure from one shoulder to the other shoulder - write that measurement in the blank space on your client's answer sheet.

2. *The garment maker will measure the client with the cloth measuring tape in the following manner:*

   measure from the client's collar to her/his knee - write that measurement on the client's answer sheet.

   have client bend her/his arm.

   measure from the client's shoulder to the elbow, around the bent elbow and down to the wrist - write that measurement on the client's answer sheet.

   measure from the client's shoulder to her/his other shoulder - write that measurement on the client's answer sheet.

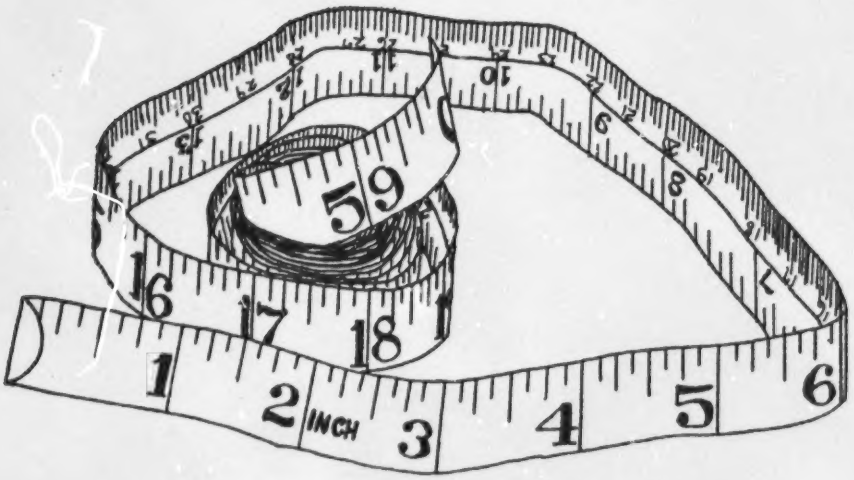
3. *From the two measurements, that of your client and that of the pattern, determine whether or not this raincoat pattern would fit your client. Tell your client your decision and have the client answer the question:*

   "The raincoat would fit me - Yes or No"

4. *If your teacher has instructed you to exchange roles of client and garment maker at the end of this measuring activity, do so now and go back to the first instruction and go through the activity again with your new role.*

You have both done very well. You may now move on to the next measuring station as your teacher has instructed.

A. GARMENT MAKER



Cloth Measuring Tape

Activity A on Student Answer Sheet

A. *Tape Measure (Garment Maker)* *Pattern Measurements*

From my collar to my knee is _____ *inches.* _____ *inches.*

From my shoulder to my wrist is _____ *inches.* _____ *inches.*

From shoulder to shoulder is _____ *inches.* _____ *inches.*

My waist measures _____ *inches.* _____ *inches.*

The raincoat would fit me . . . . . Yes ____ *No* ____

I could do this part of a garment maker's job . . . . Yes ____ *No* ____

Pattern Measurements:

Collar to knee 24 1/2 inches.

Shoulder to wrist 21 1/2 inches.

Shoulder to shoulder 13 inches.

B.

EMPLOYMENT COUNSELOR

Student Instruction Sheet

EQUALITY CHOICE

Many people take tests to see what kinds of work skills they have. A person who gives these tests is called an Employment Counselor. Employment Counselors use measuring skills in their work.

Today you will be an employment counselor and do a measuring activity in that job. You will also be a person who is taking a skill test.

There are two people involved in this measuring activity. One person is the employment counselor and the other person becomes the person who is being measured by taking a test.

Please read all of the instructions before you begin the measuring activity.

1. Read the sheet that explains how to use the stopwatch.
2. Push the "on-off" button to start the clock.
3. Push the "on-off" button again to stop the clock.
4. Push the return button to make the minute and the second hands return to zero.
5. The Employment Counselor reads the following to the persons taking the test.

   "I am doing the work of a person who tests other people to see what jobs they do well. One thing I need to measure is how fast you can use your fingers."

   "When I say 'GO', pick up each peg, turn it over, and put it back in the same hole. You may use either your right or your left hand but not both. Do this until all the pegs are turned over."

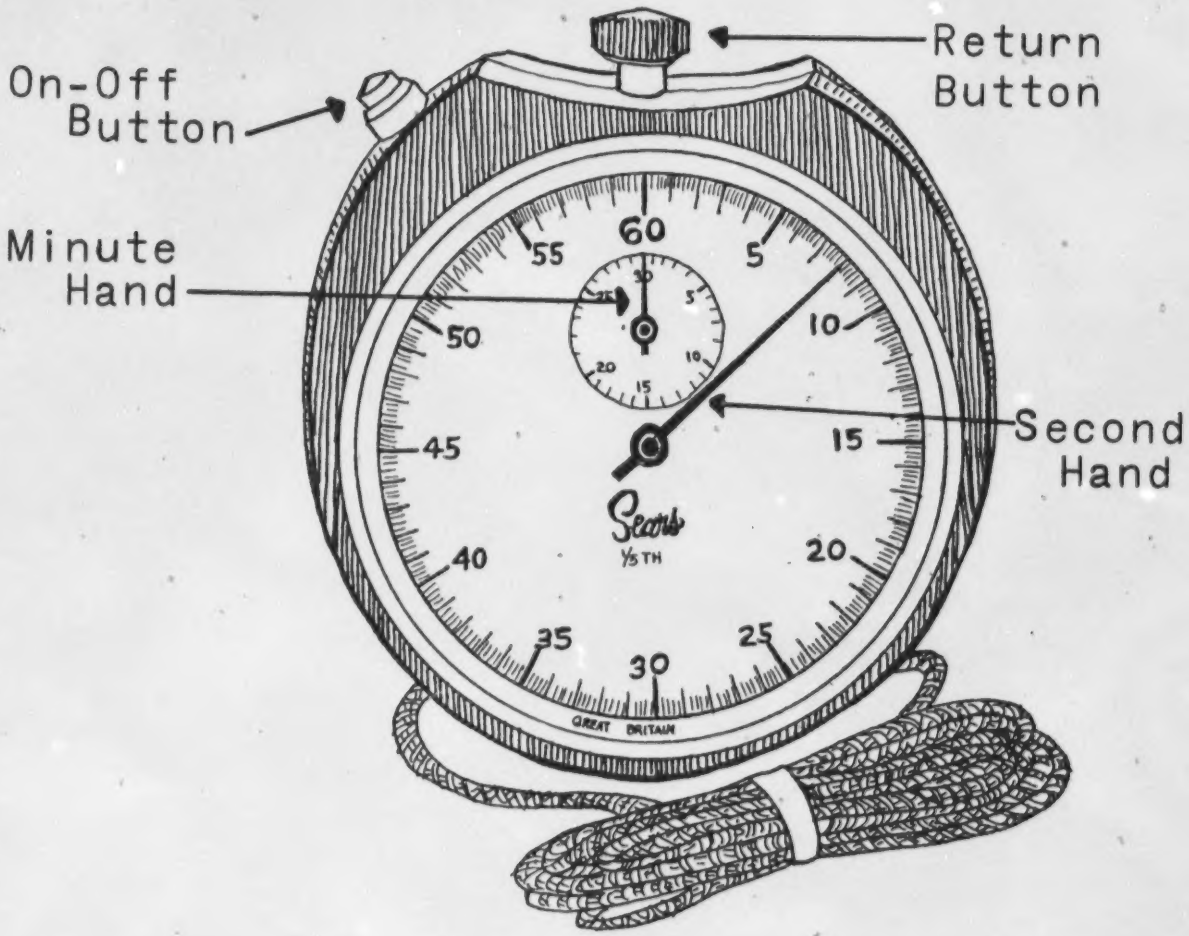
6. When you say "GO" press the on-off button on the stopwatch. As soon as the person finishes turning all of the pegs, push the on-off button again, and write down the time that is indicated on the face of the stopwatch.
7. Fill in the blanks on your answer sheet for this measuring activity.
8. If your teacher has instructed you to exchange roles at the end of this measuring activity, do so now and go back to the first instruction and go through the activity again with your new role.

You have both done very well. You may now move on to the next measuring station as your teacher has instructed.

HOW TO OPERATE A STOPWATCH

1. To start the stopwatch, push the "on-off" button.
2. To stop the stopwatch, push the "on-off" button.
3. "Read" the stopwatch by looking at the tips of the long hand and the short hand. The short hand shows the number of minutes that have passed. The long hand shows the number of seconds that have passed.
4. After you have read the times, return both hands back to 0 by pushing the return button.

HOW TO OPERATE A STOPWATCH



Activity B on Student Answer Sheet

B. Stopwatch (Employment Counselor)

I timed _____ *(name), and it took him/her*

_____ *min.* _____ *sec.*

That is a good score . . . . . Yes ___ *No* ___

I could do this part of an employment counselor's job . . .Yes ___ *No* ___

A good score would be anything under 60 seconds.

C.

CARPENTER

Student Instruction Sheet

EQUALITY CHOICE

Have you seen a carpenter at work? Carpenters use many different tools. One of their most important tools is their measuring tape. If a carpenter could not measure well, can you imagine how buildings, shelves or furniture would turn out if nothing fit or was even.

Today you will be a carpenter and do one of the measuring activities necessary for this job.

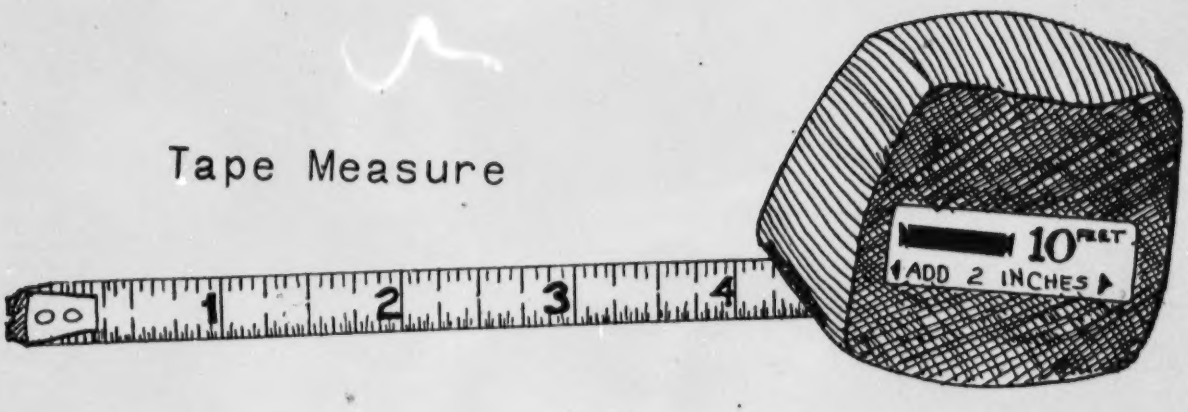
Please read all of the instructions below before you begin.

1. You should have two pieces of wide flat wood and one tape measure.
2. The piece of wood with the word "desk" written on it will be the top of a desk that you are building.
   a. With the measuring tape, find out how many inches long the desk is and write that number on your answer sheet.
   b. With the measuring tape, find out how many inches wide the desk is and write that number on your answer sheet.
3. The second piece of wood with the word "board" written on it will be another desk top that you will be making.
   a. With the measuring tape, find out how many inches long the board is and write that number on your answer sheet.
   b. With the measuring tape, find out how many inches wide the board is and write that number on your answer sheet.
4. Your job is to find out how many inches need to be cut off the larger board, width and length, in order to have the two desk tops the same size.
5. How many inches need to be cut from the width of the plain board to be the same width as the desk board? Put the number of inches on your answer sheet.
6. How many inches need to be cut from the length of the plain board to be the same length as the desk board? Put the number of inches on your answer sheet.
7. Please fill out the last line of your answer sheet for this measuring activity.

You have done very well, you may now move on to the next measuring station as your teacher has instructed.

C. CARPENTER

Tape Measure



Activity C on Student Answer Sheet

C. *10 Foot Tape (Carpenter)*

The desk is _____ *inches long.*

The desk is _____ *inches wide.*

The board is _____ *inches long*

The board is _____ *inches wide.*

Cut off _____ *inches from the width.*

Cut off _____ *inches from the length.*

I could do this part of a carpenter's job . . . . . Yes ____ *No* ____.

The desk is 18 inches long.

The desk is 15 inches wide.

The board is 21 inches long.

The board is 16 inches wide.

Cut off 1 inch from the width.

Cut off 3 inches from the length.

D.

GROCERY STORE MANAGER
Student Instruction Sheet

EQUALITY CHOICE

When you have been to the grocery store, have you noticed the manager at the check-out stand weighing the fruits or vegetables on a scale in order to know how much to charge the customer? Have you noticed the hanging scales in the produce section of the store? Have you seen customers weighing the vegetables or fruit to see how much they wanted to buy?

A scale that gives the weight of something is a measuring device. In the grocery store the skill of measuring is used by both the grocery store manager and the customer.

Today you will be a grocery store manager and do the weighing (measuring) part of that job. After measuring (weighing) each item, write that weight on your answer sheet.

Please read all of the instructions below before you begin.

1. Make sure that the scale is in the middle of your work area. Place the green bowl-like container on the flat top of the scale. Push down gently on the bowl-like container and see if the black dial on the face of the scale moves to indicate the amount of weight (pressure) you have on the scale.

2. The black dial should be on zero. You are now ready to measure (weigh) the first items. After weighing (measuring) each item, put the weight the scale indicates on your answer sheet.

3. Place the sack of apples and oranges in the bowl-like container on the scale. Read the weight indicated by the scale and write it down on your answer sheet.

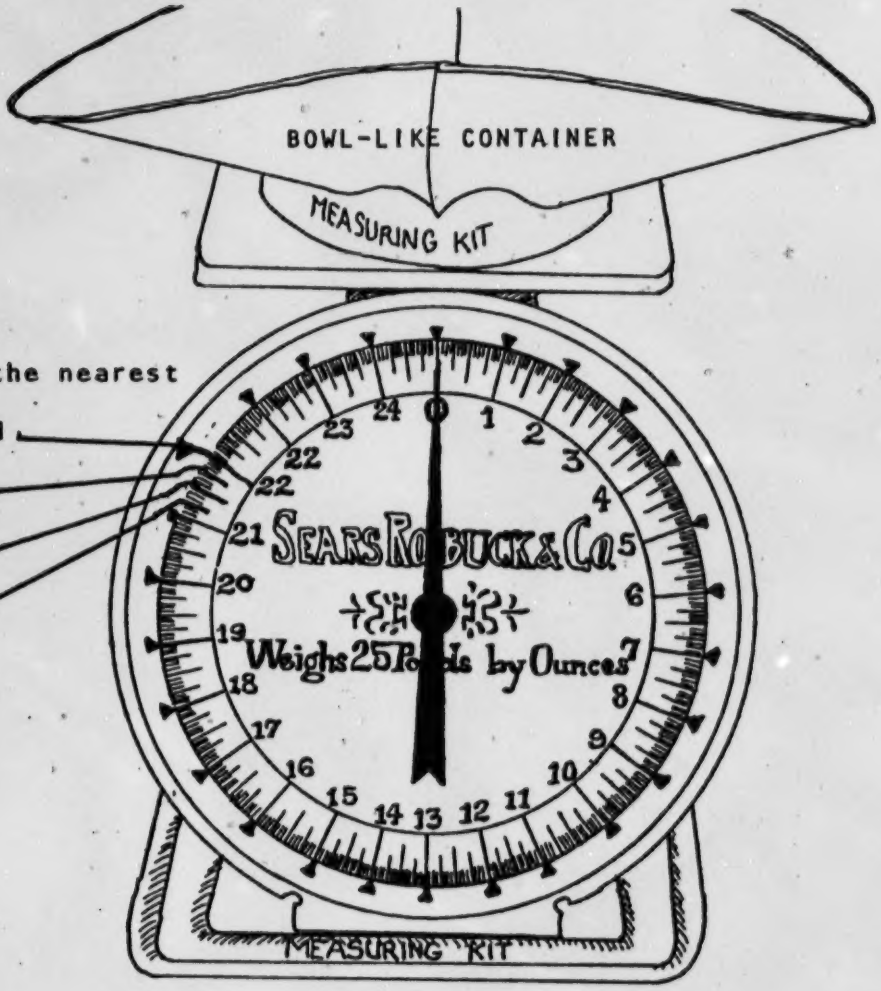
4. Put the sack of apples and oranges back on the table. Place the sack of green peppers and avocado in the bowl-like container on the scale. Read the weight indicated by the scale and write it down on your answer sheet.

5. Put the sack of green peppers and avocado back on the table. Place the sack of peaches and tangerine in the bowl-like container on the scale. Read the weight indicated by the scale and write it down on your answer sheet.

6. Put the sack of peaches and tangerine back on the table. Place the sack of limes, lemons and tomato in the bowl-like container on the scale. Read the weight indicated by the scale and write it down on your answer sheet. Put the sack of limes, lemons and tomato back on the table.

You did very well. Be sure that you have answered all of the questions on your answer sheet for this measuring activity. You may now move on to the next measuring station as your teacher has instructed you.

D. GROCERY STORE MANAGER



Activity D on Student Answer Sheet

D. *Grocery Store Manager*

The sack of apples and oranges weighs _____ *pounds.*

The sack of green peppers and avocado weighs _____ *pounds.*

The sack of peaches and tangerine weighs _____ *pounds.*

The sack of limes, lemons and tomato weighs _____ *pounds.*

I could do this part of a grocery store manager's job . . . . Yes ___ *No* ___

Measure all items to the nearest whole pound, 1/4 pound, 1/2 pound or 3/4 pound.

Sack of apples and oranges = 4 pounds.

Sack of green peppers and avocado = 2 1/2 pounds.

Sack of peaches and tangerine = 2 pounds.

Sack of limes, lemons and tomato = 2 1/2 pounds.

E. SHOE SALESPERSON

Student Instruction Sheet

EQUALITY CHOICE

Do you remember having your foot measured the last time you were at the shoe store? The salesperson needed to have the skill to measure to make sure that you had the right size shoe for your foot. Today you will be a shoe salesperson and will be measuring three different sized feet with a shoe stick. Once you have measured the foot, you will write the correct shoe size for that foot on your answer sheet.

Please read all of the instructions below. After reading the instructions, begin the measuring activity with "A."

A. First, pick up the shoe stick.

B. Move the sliding part back and forth.

C. Read the different numbers on the flat surface of the stick. Do you think it looks like a ruler?

D. You will measure the foot in the blue sock first by following directions below.

1. Place the shoe stick on the floor and put the foot on the shoe stick. Make sure the heel is against the end that does not move. Move the sliding part gently toward the toes of the foot. When the slide is against the toes, read what the black letters say; this will be the shoe size.

2. On your answer sheet, write the shoe size that you think would fit the foot you were measuring.

You did very well.

Put the foot wearing the blue sock back and measure the foot wearing the green sock. Follow the instructions above, beginning at number 1.

After you have measured the foot wearing the green sock, put that foot back and measure the foot with the yellow sock. Follow the instruction above, beginning at number 1.

You did very well. Be sure that you have answered all of the questions on your answer sheet. Put all of the feet and the shoe stick together and move on to the next station as your teacher has instructed you.

Heel rest for foot

E. Shoe Salesperson

Activity E on Student Answer Sheet

E. *Shoe Salesperson*

The blue foot's shoe size is _____.

The green foot's shoe size is _____.

The yellow foot's shoe size is _____.

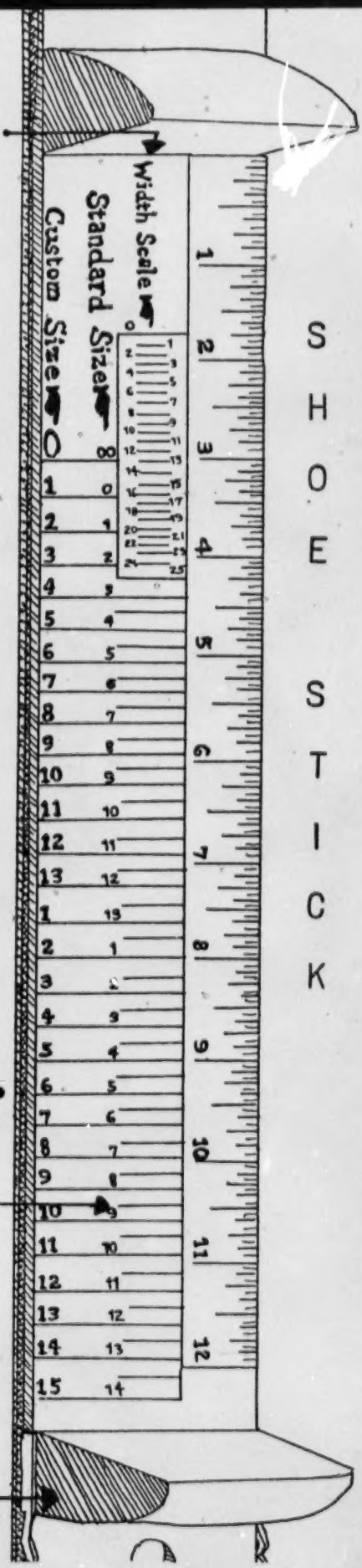
My left shoe size is _____.

I could do this part of a shoe salesperson's job

Yes ___ *No* ___

Use the large numbers for the shoe size.

Use the short lines for 1/2 sizes.



Sliding part

BLUE FOOT, SIZE 6 1/2

GREEN FOOT, SIZE 4

YELLOW FOOT, SIZE 11

F. ADVERTISING LAYOUT PERSON
Student Instruction Sheet

EQUALITY CHOICE

This is an advertisement out of a magazine. Before the magazine could be printed, someone had to work out the spacing (measuring) for this advertisement. Some person had to cut, draw, paste and lay out the advertisement before it could be printed in the magazine. The worker who put this advertisement together had to have some good measuring skills in order for this advertisement to look balanced and for all of the words and pictures to come out right on the paper.

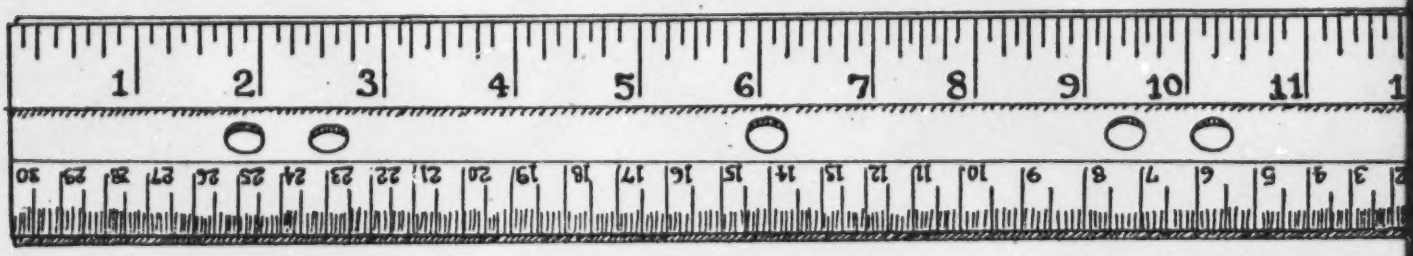
Today you will be an advertising layout person and do one of the measuring activities necessary for this job.

Please read all of the instructions below before you begin.

1. *In front of you there is a piece of red paper, the size of the finished advertisement. In the bag at your work area, there are letters to spell out "Merry Christmas."*
2. *Use the ruler to place the letters in straight and evenly divided lines.*
3. *Once you have spaced out the letters, please answer the questions for this measuring activity on your answer sheet.*
4. *When you have filled out your answer sheet, please put the black letters back into the bag.*

You have done very well.

Ruler



Activity F on Student Answer Sheet

F. Advertising Layout Person

Did you make one or two lines on your advertisement? One ____ Two ____

Do the letters look like they are evenly spaced? Yes ____ No ____

I could do this part of an advertising layout . . . . . . Yes ____ No ____

TWO LINES YES

FROM COOKS TO CARPENTERS

MEASURING: A SALEABLE WORK SKILL

#4 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: The difference in ability to measure is due to individual differences, not the sex of the person.

Time: 35 - 45 minutes per group of 4 - 8 students rotating among 6 stations.

Group size: Small groups of 4 - 8 students. Other students could be doing other classwork since there should not be a great deal of noise from the people working on these activities.

Materials provided by the teacher: None

Materials provided in the packet: Student response sheets

Suggested Ways for Students to go Through the Measuring Activity Stations

Divide the class into small groups, integrated by sex, of 4 - 8 students in each group.

1. Have the first group go to the table with the 6 stations already set up. Then review the instructions to the students. See "Instructions to Students."

   Give each student a response sheet, "Measuring the Way Workers Do." The teacher or a student time keeper notes when it is time for students to rotate to a new task.

   OR

   Give each student a response sheet. Have only 4-6 in each group, so that several stations are empty. Then the students may rotate themselves as they complete the activity.

   OR

   Give each student a response sheet. Have two students work together on each station, one reading the direction sheet and the other performing the measuring activity. Have students exchange roles at each measuring station . All stations could be filled or some left empty.

   OR

   Give each student a response sheet. Have two students at each measuring station, one reading the direction sheet and the other performing the measuring activity. After the activity has been completed for that station only the student who performed the activity moves to the next station. The student who read the directions will retain the position of "permanent" reader at that station for that day's activities. The following day, different "permanent" readers can remain at one station reading the directions for the students performing the measuring activity. Remember, the emphasis is <u>not</u> on reading ability, it is on measuring.

2. Collect the completed student response forms. Answers should be checked to see that the student did indeed try the various tasks. Attention should be focused on the final response in each section to the question, "I could do this part of the _____'s job. Yes or No?" Check for consistency of choice.

When there is a correct answer to the measuring activity it has been given on the back of the Laminated Student Instruction Sheet.

Activity Station A. Pattern Measurements

Collar to knee 24 1/2 inches
Shoulder to wrist 21 1/2 inches
Shoulder to shoulder 13 inches

Students should measure to the nearest 1/2 or whole inch.

Activity Station B. Good score would be anything under 60 seconds.

Activity Station C. Measurements

the desk is 15 inches long.
the desk is 18 inches wide

the board is 16 inches long
the board is 21 inches wide

cut off 1 inch from the length.
cut off 3 inches from the width.

Activity Station D. Weights

sack of apples and oranges 4 pounds
sack of green peppers and avocado 2 1/2 pounds
sack of peaches and tangerine 2 pounds
sack of limes, lemons and tomato 2 1/2 pounds

Students should measure to the nearest 1/4, 1/2, 3/4 or whole pound.

Activity Station E. Shoe sizes

blue foot, size 6 1/2
green foot, size 4
yellow foot, size 11

Activity Station F. One line or two, should be two.

MEASURING THE WAY WORKERS DO

Student Sheet

A. Tape Measure (Tailor/Seamstress)

From my collar to my knee is _____ inches.

From my shoulder to my wrist is _____ inches.

From shoulder to shoulder is _____ inches.

My waist measures _____ inches.

The raincoat would fit me . . . . . Yes ___ No ___

I could do this part of a tailor/seamstress job . . . . . Yes ___ No ___

B. Stopwatch (Employment Counselor)

I timed _____(name), and it took him/her _____min. ___sec.

This is a good score . . . . . .Yes___No___

I could do this part of an employment counselor's job . . . . . Yes___No___

My Turn to be Timed

It took me _____ minutes _____ seconds.

C. 10 Foot Tape (Carpenter)

The desk is _____inches long.

The desk is _____inches wide.

The board is _____ inches long.

The board is _____inches wide.

Cut of _____inches from the length .

Cut off _____inches from the width.

I could do this part of a carpenter's job . . . . . Yes ___No____

D. Scale (Grocery Store Manager)

The sack of apples and oranges weighs _____pounds.

The sack of green peppers and avocado weighs _____ pounds.

The sack of peaches and tangerine weighs _____ pounds.

The sack of limes, lemons and tomato weighs _____ pounds.

I could do this part of a grocery store manager's job . . . . . .Yes____No____

E. Shoe Salesperson

The blue foot's shoe size is _____.

The green foot's shoe size is _____.

The yellow foot's shoe size is _____.

My left shoe size is _____.

I could do this part of a shoe salesperson's job . . . . . .Yes___No____

F. Advertising Layout Person

Did you make one or two lines on your advertisement? . . . . . .One___Two___

Do the letters look like they are evenly spaced? . . . . . .Yes___No____

I could do this part of an advertising layout job . . . . . Yes___No____

Related Projects

1. Draw yourself three times, each time using one of these three measuring devices on a job:

   a. Draw yourself in one job that uses cups and spoons

   b. Draw yourself in one job that uses 100 foot tape

   c. Draw yourself in one job that uses a shoe stick

2. A student would pantomime a worker measuring something on a job. The class is to guess what worker the student is pretending to be.

3. Write a story using at least four different measuring tools. Illustrate the story using either your drawings or magazine cut-outs of workers using each of the measuring devices.

4. Students could research the history of a measuring tool or some of the early types of measures. Students could develop a display of various types of measures.

SUMMARY OF CONCEPTS ACQUIRED FROM PACKET

The students who have gone through this packet should be able to discuss work in relation to skills that they have observed in themselves and in others. The activities in the packet are intended to be pleasant learning activities where all students feel success at some time during the exercise, if not throughout each activity.

A teacher who consciously helps students identify skills they possess and are using will not only be helping to improve a student's self-concept but also increasing the potentials for acquisition of new skills by the student. In addition to using the Occupation Simulation Packets, a teacher can utilize many other opportunities in the classroom for expanding a student's perception of her/his capabilities and potential regardless of sex.

Work will be a reality for the majority of students in your classroom - yes, even the girls. Data issued by the Women's Division of the U. S. Department of Labor indicates that the reality of work outside the home is a major part of many women's lives at this time (rev. June 1975).

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About 60 percent of all women workers are single, widowed, divorced or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than half of all women 18 to 64 years of age are workers.
4. Single women average 45 years in the labor force.
5. If a woman bears children, and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
6. The average male worker (marital status unspecified) has a work life expectancy of 43 years.

It is important for all students in the classroom to look at work as something pleasant that they will be doing in the future, something that they anticipate and look forward to doing.

As an educator you need to be aware of the kind of curricular materials that have a tendency to restrict students as they grow. A textbook study conducted by Women on Words and Images in Princeton, New Jersey, entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers, found the aspirations of females and males could be influenced by the continuous pattern described in the following ratios:

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

You might want to watch your curricular materials for stereotypical qualities repeatedly ascribed to one sex or the other without variation. As an educator, you shoulder quite a responsibility in assisting students to develop completely their individual talents, abilities, interests and hopes. Surely their aspirations should not be restricted on the basis of sex!

FROM COOKS TO CARPENTERS
MEASURING: A SALEABLE WORK SKILL

EQUALITY CHOICE

TEACHER EVALUATION SHEET

1. How much time did it take to complete one small group of students? 30 min. 45 min. 60 min. ___min.

2. Were the packet materials all there? Yes No

3. Were the set up instructions for the teacher clear? Yes No

4. Did the students find they had _____ measuring skill? Little Some Lot

5. Did the students find both boys and girls have measuring skills? Yes No

6. Did the students find that differences in this skill were due to individuality, not sex? Yes No

7. Do the students now know some jobs using measuring skills? Yes No

8. Do the students now know what measuring skills are? Yes No

9. Were these measuring skills _____ for 5th or 6th graders to handle? OK Little Difficult Very Difficult

10. Were the instructions on the laminated sheets for each station clear, easy for the students to follow? Yes No

11. Which of the activities did the students enjoy doing? A, B, C, D, E, F

12. What activity, etc., did you do as a teacher to summarize, bring out, that these measuring skills are given to each individual, not by gender?

13. Please make any additional comments on the packet so we can make it more useable for the students.

Please return to _____.

APPENDIX A

MATERIALS NEEDED TO ASSEMBLE THE OCCUPATION SIMULATION PACKET

FROM COOKS TO CARPENTERS - MEASURING: A SALEABLE WORK SKILL

Item	Where to Buy
pellon for pattern	fabric store - buy pellon and make pattern (transfer the outline of a tissue pattern on to the pellon)
60" cloth tape measure	fabric store
1 dexterity board and 24 pegs	toy or game section of a department store
1 stop watch	borrow from a P.E. teacher
15" x 18" finished masonite piece	lumber store
16" x 21" finished masonite piece	lumber store
10 foot tape measure	hardware store
plastic fruits	variety store - to weight, fill with sand
plastic vegetables	variety store - to weight, fill with sand
1 food scale with bowl-like container	department store
3 plaster feet - different sizes	plaster bandages may be purchased at a hospital supply store (make casts of different peoples' feet; cover each foot in a different colored sock)
1 shoe measuring stick	shoe supply store
14 letters - "Merry Christmas"	can be made from construction paper

Things to Make

* 35 pre-tests, 35 post-tests	pp. 5-8
* 35 "Measuring the Way Workers Do" sheets	p. 33
* 1 teacher evaluation sheet	p. 37
* 3 large laminated water color posters	pp. 39-41 (Appendix B)
* laminated Student Instruction Sheets for stations A-F	pp. 19-30

Teacher Needs to Provide

1 12" ruler
1 piece of red construction paper
2 pictures illustrating advertisement layouts (laminated)

*Can be copied from instruction book

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